

Is Your K-2 Literacy Instruction Common Core Ready?



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What does it mean to be Common Core Ready in K-2?



What literacy skills and abilities does Daniel need to have in order to be ready for grade 3?



Discuss your ideas with your partner or group and be ready to share.



In a class of 24 kindergarten students, about how many:

- Will come to school already reading?
- Will learn to read regardless of the instructional approach that is used?
- Will require systematic, explicit, and supportive instruction, as well as additional opportunities to learn?
- Will require systematic, explicit, and supportive instruction, with intensive opportunities to learn?
- Will have a reading disability and require special education services?

Why instruction counts

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Many children are not ready for Grade 3

1. Only 35% of children are "proficient" in reading nationally at 4th grade. (2013 NAEP)

1. At risk populations: 70-80% of children "below basic." (NAEP, 2013)

2. There is a higher percentage of children of Hispanic and African American backgrounds failing to meet "Basic" standards on the NAEP.



The self-perpetuating cycle of reading difficulties

- Difficulty in decoding
- Lack of fluency
- Avoidance of reading
- Less reading practice
- Declining vocabulary growth
- Limited academic language and content knowledge
- Declining comprehension
- Lack of motivation



Why is EARLY instruction so critical?

Future reading progress is set early on...and children who fall behind rarely "catch up" on their own.

(Fletcher; Foorman; Juel; Mehta; Good)

1 in every 6 students not reading at grade level by third grade does not finish high school by age 19 — four times the rate of proficient readers. (Hernandez)

After research-based instruction, the percentage of first graders below 30th percentile can be reduced to 4-6%.

(Foorman; Mathes, et al; Allor et.al.; Felton; Vellutino, Torgesen)



Range of Reading and Level of Text Complexity

Reading Standards for Literature

Kindergartners:

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text

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Grade 1 students:

10. With promoting and support Read prose and poetry of appropriate complexity for grade 1

Grade 1 students:

10. With prompting and support, Read prose and poetry of appropriate complexity for grade 1.



Reading Standards for Literature

Range of Reading and Level of Text Complexity

Grade 2 students:

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Grade 3 students:

10. By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grades 2-3 text complexity band independently and proficiently.

First Things First



Instruction Counts!

“No time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading rarely stumble. Those who fall behind tend to stay behind for the rest of their academic lives”

(Burns, Griffin, & Snow, 1999, p. 61)

The Challenge of K-2: First Things First

It is imperative that children learn to read with accuracy, fluency, and understanding by the end of grade 2.

Content knowledge, literary analysis and higher order comprehension cannot occur without and cannot be separated from the foundational skills of reading.

How well we teach

is

How well they learn



Reconciling the Research with the Common Core

There is no place where the Common Core State Standards have been fully implemented, so we don't have a body of evidence at which to look.

It is important that instruction and program materials are not just Common Core-aligned, but align with the science of reading research and have proven results.

It Doesn't Have To Be This Way





- “Basic” or “below basic” literacy does not suffice in the 21st century, as our demands for literacy continue to increase.
- Intervention isn’t the answer; we need to look at a prevention model of good first instruction.
- This is why we exist. If the status quo is not serving a significant portion of our children, we need to look at doing things differently.



Questions to Explore Today



What are the shifts in thinking required to understand the Common Core State Standards in the primary grades?

How does a quality K-2 curriculum address these shifts?

An effective primary reading program must teach children *how to read*—to get the text off the page accurately, fluently, and with understanding

- To learn to read, children must master the Foundational Skills, the building blocks of reading: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.
- The Foundational Skills of reading must be taught in a reliable developmental progression which research supports, and children must be provided plenty of decodable text while mastering the skill of decoding.

Integrated literacy

The CCSS/ELA standards call for an integrated model of literacy that reflects the developmental nature of language and the interrelation of all aspects of literacy:

- Listening
- Speaking
- Reading
- Writing



Why Integrated Literacy?

Understanding the relationship among the many component skills of readers early in their reading development is important because a deficiency in any of the component skills has the potential to affect the development of other skills and, ultimately, the development of the child as a proficient reader.

Hudson, Torgesen, Lane, Turner, 2012

Primary Literacy Programs and the CCSS

Reading skills must be developed in concert with all other language skills. In a fully integrated program, children are reading what they write and writing what they read. An ideal K-2 program includes:

- Listening
- Speaking
- Reading
- Writing
- Handwriting
- Spelling
- Grammar and Mechanics
- Oral Expression

Shifts in Thinking for K-2 Common Core

Understanding the staircase of text complexity

Achieving a balance of informational and literary text

Encouraging Text-based Answers

Developing academic vocabulary



Regular practice with complex text: What do we know?

- There is a gap between complexity of college and high school texts.
- Text complexity is greatest predictor of success in college (ACT study).
- Fewer than 50% of graduates can read sufficiently complex texts.
- Standards include a staircase of increasing text complexity from elementary through high school.



All students, **including those who are behind**, must have extensive opportunities to encounter and comprehend **grade-level complex text** as required by the standards. Far too often, students who have fallen behind are given only less complex texts rather than the support they need to read texts at the appropriate level of complexity.

Using Challenging Text

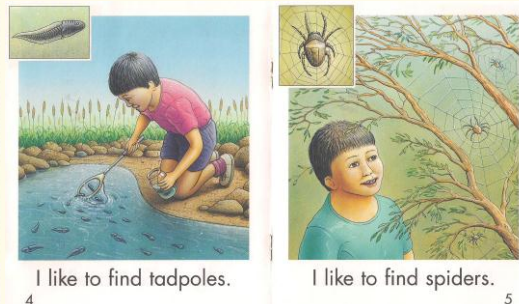
When students were placed in **more challenging texts** surrounded by scaffolded instruction by the teacher, they actually **made greater gains** than those students who only spent time in **at-level texts** or in challenging texts without support. Their discoveries suggest that properly supporting readers in more challenging texts actually accelerated progress.

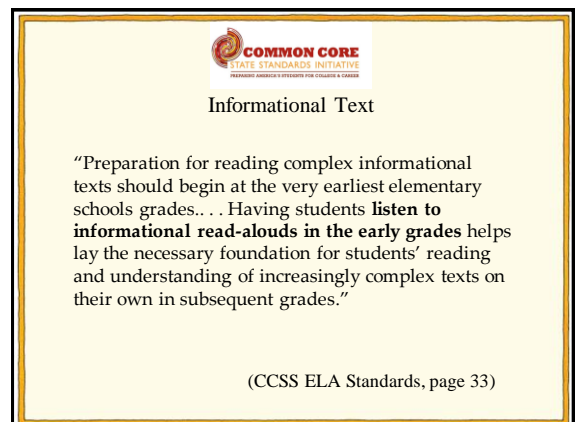
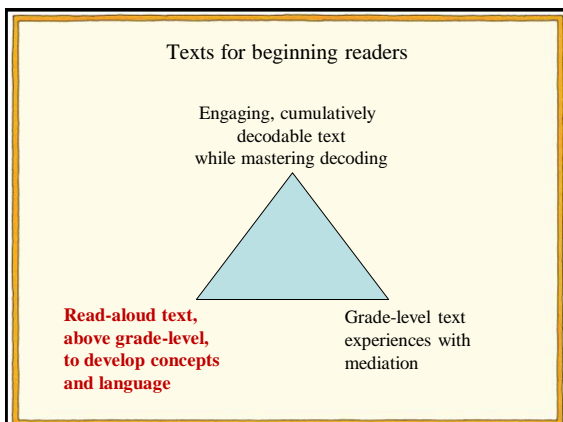
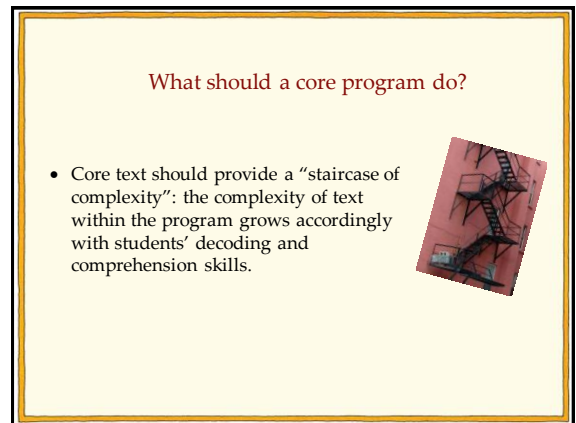
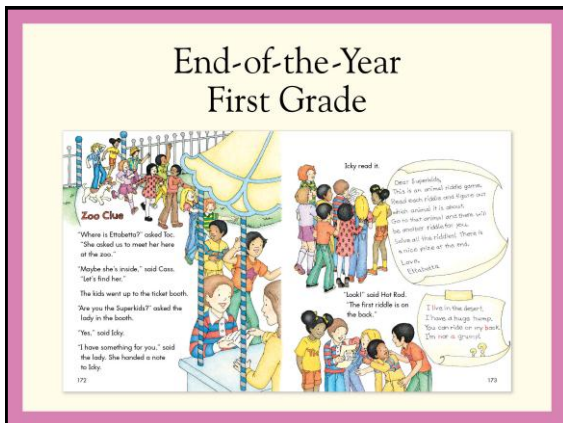
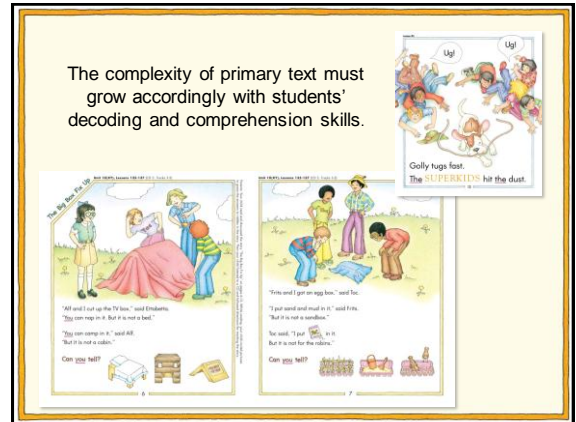
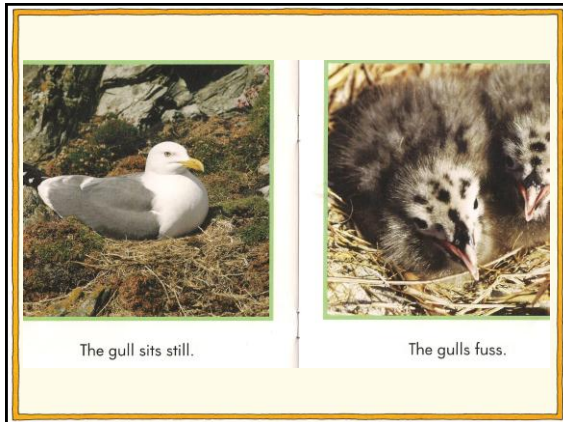
Stahl and Heubach, *Fluency Oriented Reading Instruction*, 2005

Text Matters!

Collectively the results indicate that **decodability is a critical characteristic** of early reading text as it increases the likelihood that students will use a decoding strategy and results in **immediate benefits**, particularly with regard to **accuracy**.

Cheatham and Allor, 2012





Achieving the Balance

ELA standards call for an increase in the amount of informational (nonfiction) text used in the classroom.

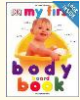
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



The Human Body: Pre-Kindergarten

Basic Body Parts

- *My First Body Board Book* and *Body* by Dorling Kindersley
- *Body Parts* by Bev Schumacher
- *Where's Baby's Belly Button?* by Karen Katz
- *Toes, Ears, and Nose: A Lift-the-Flap Book* by Marion Bauer & Karen Katz
- *Head, Shoulders, Knees, and Toes* by Annie Kubler
- *Eyes, Nose, Fingers, and Toes; A First book All About You* by Judy Hindley



The Human Body: Kindergarten

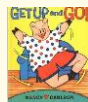
The five senses and associated body parts

- * *My Five Senses* by Alikei
- * *Hearing* by Maria Rius
- * *Sight* by Maria Rius
- * *Smell* by Maria Rius
- * *Taste* by Maria Rius
- * *Touch* by Maria Rius



Taking care of your body

- * *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas
- * *Get Up and Go!* By Nancy Carlson
- * *Go Wash Up* by Doering Tourville
- * *Sleep* by Paul Showers
- * *Fuel the Body* by Doering Tourville



The Human Body: Grade One

Introduction to systems of the human body and body parts

- * *Under Your Skin: Your Amazing Body* by Mick Manning
- * *Me and My Amazing Body* by Joan Sweeny
- * *The Human Body* by Gallimard Jeunesse
- * *The Busy Body Book* by Lizzy Rockwell
- * *First Encyclopedia of the Human Body* by Fiona Chandler



Taking care of your body: Germs, diseases, and preventing illness

- * *Germs Make Me Sick* by Marilyn Berger
- * *Tiny Life on Your Body* by Christine Taylor-Butler
- * *Germ Stories* by Arthur Kornberg
- * *All About Scabs* by Genichiro Yagu



The Human Body: Grades Two to Three

Digestive and excretory systems

- * *What Happens to a Hamburger* by Paul Showers
- * *The Digestive System* by Rebecca Johnston
- * *The Digestive System* by Kristin Petrie



Taking care of your body: Healthy eating and nutrition

- * *Good Enough to Eat* by Lizzy Rockwell
- * *Showdown at the Food Pyramid* by Rex Barron

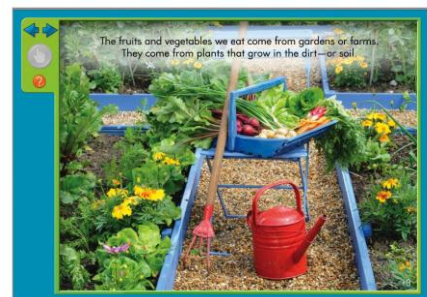
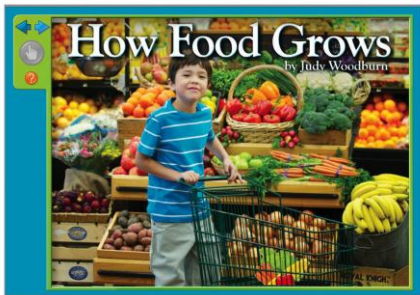
Muscular, skeletal, and nervous systems

- * *The Mighty Muscular and Skeletal Systems* (Crabtree Pub.)
- * *Muscles* by Seymour Simon
- * *Bones* by Seymour Simon
- * *The Astonishing Nervous System* (Crabtree Pub.)
- * *The Nervous System* by Joelle Riley

Evaluating Informational Literature

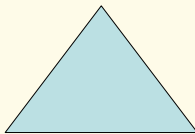
- ✓ Format & Visual Appeal
- ✓ Accuracy & Authenticity
- ✓ Engaging writing style
- ✓ Potential Content & Cross-Curricular Connections





Texts for beginning readers

Engaging, cumulatively
decodable text
while mastering decoding



Read-aloud text,
above grade-level,
to develop concepts
and language

**Grade-level text
experiences with
mediation**

Super-Duper Mini-Magazine



CCSS-aligned informational text

What is a bubble?

A bubble is a thin skin of liquid with air in it.

Why do bubbles pop?

As the bubble skin gets dry, it gets thinner and thinner. At last, the skin cracks, and the bubble pops!

CCSS-aligned informational text

Heat from the sky

A streak of lightning is really as wide as your leg, but it lights the sky.

Lightning is hotter than lava, but some things are even hotter!

The sun is a vast ball of hot gas. It heats the earth.

If the sun were farther away, the earth would be too cold. If the sun were closer, it would be too hot for anything to live on our planet.

The center of the sun is much hotter than lightning. But everything is even hotter!

What We Know from Research: Moving beyond phonetically-controlled text

As children become more fluent, they are able to turn more of their attention to fully comprehending what they're reading.

This is the time when students are ready to read a wide variety of fiction and nonfiction.

Complex informational text

Bones heal.
Even though bones are very strong, they can break. You may know someone who has broken an arm or leg. Luckily, bones can fix themselves, with a little help from a doctor. Special pictures called X-rays show a child's broken arm. In four months, his arm was good as new!

Bones are tiny.
The smallest bones in your body are inside your ears. These tiny bones in each ear move together to help you hear.

Bones are big.
The femur (leg to FEE-mur) is the bone that runs from your knee to your hip. It's the biggest bone in your body.

Boost Your Bones
Eating cheese, milk, and dairy gives you calcium, and your bones what they need to grow. Exercise helps keep bones strong. And wearing safety gear like bike helmets and pads can help avoid bumps from becoming big breaks.

Complex informational text

The Many Faces of Masks

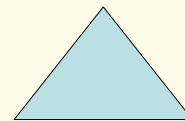
Masks are fun, but they are also useful. Take a look at all the ways masks are used!

Masks show respect.
Tutankhamun lived in Egypt nearly 3,000 years ago. When he died, his body was wrapped in a golden mask. A golden mask was made for the woman's head and shoulders. It was put on a wooden coffin. These thousand-year-old masks still look shiny and new.

Masks teach.
These masks were carved by the Baka (or BABAH) people in Africa. Every Baka child has an own mask, and every pattern on the mask has a meaning. Many masks have round faces or wings. They are meant to look like gods, or to remind that it is important to follow the rules of one's tribe. Teenagers sometimes wear these masks when they are welcomed to adult members of their tribe.

Texts for beginning readers

Engaging, cumulatively decodable text while mastering decoding



Read-aloud text, above grade-level, to develop concepts and language

Grade-level text experiences with mediation

Shifts in Thinking for K-2 Common Core

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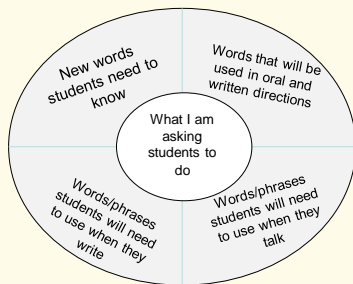


What is Academic Language?

- Academic language is:
 - the language used in the classroom and workplace
 - the language of text
 - the language assessments
 - the language of academic success

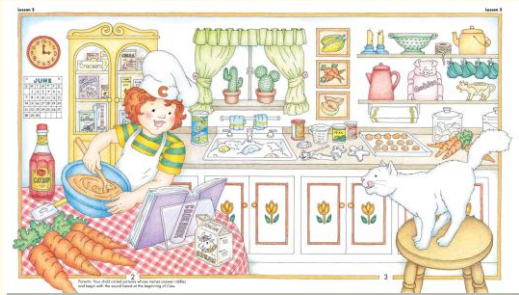
In PreK-2 students need to learn age-appropriate vocabulary and language that will give them a strong foundation for academic language in the future

What is Academic Language?



From: Reading Rockets, American Federation of Teachers

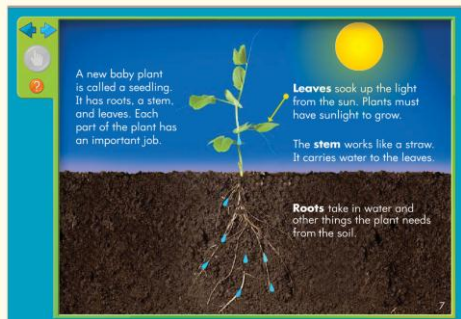
Start with Cass



Is Your K-2 Literacy Instruction Common Core Ready?

Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity.

From: Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matters*, (2010).



It Doesn't Have To Be This Way



Thank You
for your participation today.



ROWLAND READING FOUNDATION

Our Mission:
Improving Reading
in the Primary Grades

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